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ABSTRACT

Activities and programs of the Institute for Research and Development in Occupational Education (IRDOE) are reviewed in this annual report for fiscal year 1980. The report describe twenty-three contract projects, an increase from nine the preceding year. Three projects related to handicapped populations, two projects invclved staff development and counselor training to promote better service to handicapped youth, and a third involved both staff and handicapped student training in interpersonal skills development. Eight projects concerned sex equity, sex-role stereotyping, and women in the work force. The remaining nine covered cooperative education, futuring health occupations education, characteristics of incoming community college students, systems development for information needs, and special staff development activity in consumer homemaking. The report notes that the IRDOE's second sex equity film, "A Man's Place," received very good reviews, and their inservice teacher training program, "Responding to the Vocational and Career Needs of Urban Youth," was named a project of national significance by the Bureau of Education for the Handicapped. The report also describes the IRDOE's in-house projects, including a demonstration of their pioneering "communicasting" program in action. Appendixes contain letters, conference notices, and meeting agendas. (KC)

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ANNUAL REPORT #9

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION

FISCAL YEAR 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York
as a component of the Research Coordinating Unit
in cooperation with the
OFFICE OF OCCUPATIONAL AND CONTINUING EDUCATION
The New York State Education Department
University of the State of New York

CASE 11-80
October 1980

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FOREWORD

According to the Department of Labor, the United States economy may create over twenty million new jobs by 1990. Since technological advancements are bound to be responsible for much of that phenomenon, it is reasonable to expect the majority of jobs to be in the technical and white collar occupations. Craft personnel, laborers, and others are likely to account for a significantly smaller portion of the nation's employment growth. But not all blue-collar occupations will evidence minimal growth. Service workers (e.g., security and police officers, practical nurses, child-care and home health aides, cooks) may be among the fastest-growing occupational areas in the next decade.

In addition to the new jobs, almost fifty million jobs will be produced by 1990 through replenishment of workers who die, retire, or leave the work force for other reasons. Accordingly, the decade ahead promises many challenges and, because of the rapid changes that can be anticipated, requries a preparedness for research and development acitivities that can contribute to solutions.

A review of the structure of the Institute for Research and Development in Occupational Education, its experience in a variety of projects, and its future prospects will indicate its potential for such contributions. With the continued support of the Office of Occupational and Continuing Education of the State Education Department, the Graduate School and University Center of the City University of New York, and the many dedicated individuals who identify with us we will continue to work toward resolution of the myriad problems that must inevitably arise.

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INSTITUTE FOR RESEARCH AND DEVELOPMENT
IN OCCUPATIONAL EDUCATION

Annual Report #9
1979-1980

IRDOE ADMINISTRATIVE SUPPORT SERVICES
VEA #80-3A-11

I. Overview

IRDOE Management

The FY '80 program proved exciting, and a time for experimentation in research and development management. The motive was to improve the quality of IRDOE's operations in keeping with the Regent's goal of improving instructional programs. Although all nine functional objectives were affected, one year is insufficient time in which to assess the impact of a change in management style. An assumption at this early juncture, however, is that it is not feasible to attempt a stringent adherence to resource allocation that is planned eight months in advance of the start of an academic year.

Staff and administrator development workshops, and business, industry, and labor meetings, for example, were two of the objective areas that exceeded the time allocations projected for them (i.e., 20-30 per cent and 10-20 per cent, respectively). Accordingly, several other areas (e.g., Improvement of Employment Opportunities) had to be reduced significantly. Prioritizing, then, became a factor, and in itself an additional variable in the assessment process.

Further, a characteristic of IRDOE that has been applauded by its constituencies from an early time has been its responsiveness to needs as they arise. To place constraints on this facet of our operation because of projections assumed to be productive seems to be akin to refusing to use an umbrella in the rain because a forecaster predicted clear skies.

We will continue to work within a work-plan in FY '81, with a view to continuing our assessment. We will nevertheless remain flexible and attempt to respond to those needs of our constituencies which may arise outside of our projected areas of function.

A further concern surrounds the additional burdens an increase in the number of grants and contracts provided this year. In Annual Report #8 we reported on nine supplemental projects. In this report we describe 23. Obviously, more than twice the number of projects must inevitably place strains on the management, coordination, and supervision function, and no time was allocated for this function in our work-plan proposal for this year's funding. Overload responsibilities on nine projects might be considered reasonable personal contributions. On twenty-odd it becomes masochistic and impossible.

Highlights

Just mentioned was the fact that IRDOE undertook 23 projects this year. Three related to handicapped populations; two projects involved staff development and counselor training to promote better service to handicapped youth, and a third involved both staff and handicapped student training in interpersonal skills development. Eight projects related to sex equity, sex-role stereotyping, and women in the work force. The remaining nine covered cooperative education, futuring health occupations education, characteristics of incoming community college students, systems development for information needs, and special staff development activity in consumer homemaking.

Reflective of IRDOE's responsiveness is that ten of the twenty-three projects were in direct response to needs expressed by constituencies in the field. It must be added that several additional proposals reflecting needs of constituents were not funded, else this statistic would have been even more impressive.

Among product development, dissemination, and acceptance activity, our second sex equity sound film, "A Man's Place" was shown at the American Personnel and Guidance Association's Annual Meeting and received very good reviews. Our "Auto-Tutorial Modules for Reducing Sex Bias" were field-tested in several sites throughout the State with highly-incited audiences. (It should be understood that the intent of the material is to move people to explore their feelings and discuss the aspects of bias held.) The "Career Paths Workshop" materials which were packaged after successful tryouts in FY '79 were very well accepted in a limited distribution effort this year. Efforts are now underway to effect a wider distribution. And, to encourage the classroom use of "Turning Points" and "A Man's Place," discussion guides were developed for use with each film.

A word need be said regarding our "futuring" thrusts. Periodic readers of these reports will recall that IRDOE had been actively engaged in futuring the business education curriculums with a view toward enabling appropriate planning for plant, teacher, and curriculum needs into the 1990's and beyond. The State Education Department's undertaking of such a forward-thinking approach set a standard for the nation, and has been termed a mark of "educational statesmanship." In the parlance of the performing arts, "How can you follow that act?" might have been on the minds of some; the question was answered by Gerald L. Freeborne, Assistant Commissioner for Occupational and Continuing Education, who approved funding for the futuring of the Health Occupations in this year, and is projecting similar operations in other vocational areas in subsequent years.

Although the foregoing, and other activities, are reported on in some depth in the "Grants and Contracts" section, also deserving of mention here is the first Interagency Collaboration Conference held in concert with the Regional Resource Center at the Graduate School and University Center, CUNY. The intent was to provide some follow-through of SED efforts in this regard. They had taken the form of several regional

meetings in the State to stimulate collaboration of the various agencies concerned with deliveries to the handicapped. To our knowledge, our meeting of October 24, 1979 was the first such local effort. The establishment of an active task force is a goal of our efforts, and this is reported in the more detailed description in the Appendix.

Yet another in-house project is that of "communicasting" for educational purposes, and FY '80 marked the inception of the first demonstration in the nation over UHF frequencies. As reported in Annual Report #8, we were encouraged by an FCC Task Force headed by Chairman Paul Jones to provide technical assistance to the Eagle Bend/Bertha-Hewitt/Clarissa consortium for CEP (Communicasting for Education Purposes). The activity has finally borne fruition; two UHF frequencies were obtained for the demonstration, and work began to establish the primary and remote sites with the necessary hardware. Since hardware could not be ordered until FCC approval of frequencies, and since such approvals were not forthcoming until the Spring semester, the project began testing of the configuration in the late Spring, with classes to start in September 1980. Consistent with those efforts, IRDOE applied for a USOE Bureau of Education for the Handicapped grant to evaluate the CEP consortium activity as it attempted to serve the handicapped who sought vocational education in those communities.

A matter of additional pride is the fact that our project, "Field-Based In-Service Training of Regular High School Staff: Responding to the Vocational and Career Needs of Urban Youth," has been named one of three projects of National Significance by the Bureau of Education for the Handicapped (OE).

No overview would be complete without a comment on the transit strike in New York City and its effect upon IRDOE's activities. Although attendance at IRDOE offices ranged from 30 to 80 per cent during the strike, it must be remembered that many of our projects involved activities at school sites, both secondary and postsecondary, and/or with populations scattered about the five boroughs. Accordingly, several important functions had to be cancelled; others were postponed for a later date, and still others were operated at a less-than-satisfactory level. Oddly, those activities that were to take place outside the Manhattan area were the least affected; our "central location" in Manhattan, amid virtually all the public transportation facilities, was hardest hit without them while meetings at, for example, Christopher Columbus H.S. on Pelham Parkway in the Bronx were fully attended because auto transport and parking was feasible.

A strike of two weeks' duration created backlogs of double that amount of time in certain situations. Support services, for example, were undertaken by some secretaries who were able to get to the offices for others who were not. Hence, neither their nor their colleagues' work was completed in the time-frame needed. Time extensions, therefore, were requested for most of the projects undertaken by IRDOE in this academic year.

II. Grants and Contracts

(Complete final reports are available for each of the following summaries.)

Statewide Health Occupations Education Review Committee
VEA C079-3A-1377 GS

The purpose of this project is to examine the curriculum in Health Occupations Education with a view towards determining the degree to which it meets the needs of employers both at present, and in the next 10 to 15 years. In view of the rapid change in knowledge, equipment, and utilization of new technology, the skills, competencies and attitudes required by entry-level health occupations education personnel are likely to undergo drastic changes within the next 20-year period. The aim of this project is to estimate these changes, study the degree to which the present curriculum articulates with these expected changes and, finally, make recommendations for change to insure that the curriculum provides the competencies and attitudes that are likely to be required of entry-level employees in the health occupations area within the next two decades.

A committee of 15 individuals was appointed to study this process. In addition, 13 regional observers from different areas of New York State were also appointed in order to engage in two-way dissemination of Committee activities. In this, the first year of a two-and-one-half year undertaking, the estimation of the future entry-level needs was begun, with futurists in the economic, health, technologies, and delivery areas contributing to the thinking of the Committee. In FY '81 the Committee will be assessing the curriculum(s) in light of the estimations and developing tentative recommendations for modification.

Training Career Counselors for Handicapped H.S. Students
DHEW 451 AH 90121

The first year of this project offered a group of general counselors the special training needed to provide career development counseling for handicapped students in challenging inner-city and other urban high schools. Because these counselors worked within the special education program of the schools and in most instances made the special education homeroom their base of operation, they not only provided professional counseling service to students who normally receive almost none, but they also tested out a new role model and, in effect, a new specialty within the counseling field.

During the second year, we continued to refine the role model while training a second group of counselors for service. Now, in its final year, this project completed the protocol for a new kind of counseling role--career counselor in a special education setting. The training was provided to graduate students and those already holding the master's degree in counseling, by means of a one-year internship in a high school

in New York City. There the interns developed skills and understandings while working as colleagues with special educators, administrators, and other personnel.

The role includes elements of school counseling, rehabilitation counseling, and vocational counseling. It is, however, different from all of these because of the particular blend of the following components: a developmental rather than remedial or therapeutic emphasis; an activist and outreach approach rather than the traditional practice of waiting for students to request service; career maturity theory as the basic framework for delivery of all interventions; and the use of the special education program within the school as the home base of the counselor.

Twenty interns were selected and placed in high schools having classes for physically handicapped, brain-injured, or emotionally disturbed students each year. They spent two-and-a-half days per week in the project from September to June. Before this, however, they spent a month in an orientation to disability (at the Institute for Rehabilitation Medicine) and the major functional areas of the project--structured group work, working within a special education program in a high school, etc.

The project permitted the development of a model for this new specialty in the counseling field--a counselor who can work effectively in a high school setting with special education students, their parents, and the school staff toward the goal of increasing career maturity and sound vocational planning. The role model includes one-to-one counseling, developmental group work, communication with parents, consultation with teachers and other school staff, and arranging for guest speakers and field trips to places of work. The emphasis is on growth rather than therapy, and the focus is career, though including related and supporting areas of living.

Supervision was a joint responsibility of school and university staff. School staff was responsible for day-to-day administrative supervision as well as for liaison with the special education staff. The university staff provided all supervision regarding counseling activities themselves; this was done through bi-weekly visits to the school sites and a weekly half-day seminar at the university campus.

Collecting and Reporting Information on Occupational Education in New York City
VEA C079-3A-1060 GS

For many years, the New York State Education Department's Office of Occupational and Continuing Education (OOCE) has been concerned with (and has invested heavily in improving) the timeliness, reliability, and utility of information that is used to plan, manage and evaluate occupational education programs. The basis for OOCE's concern goes beyond the need to meet state and federal reporting requirements and schedules. Local educa-

tion agencies (LEAs) and the Department itself need timely, relevant and reliable information about enrollments, follow-up, occupational program effectiveness, job markets and program costs to carry out their functions in an effective and accountable manner. These needs include but transcend the particular information required to be submitted by LEAs under current state and federal mandates.

Because of broad diversity in size and in local circumstances among the communities of New York State, different local and regional education agencies perceive and attempt to meet their needs for occupational education information in different ways. In addition to unnecessary duplication of efforts and/or reinventing of wheels under such circumstances, the OOCE would have severe problems and expense in aggregating data for its purposes and federal reporting mandates. Accordingly, this project sought to undertake an effort with the New York City Board of Education in which, after certain technical support, review and analysis of existing or planned information systems, recommendations related to specifications for a statewide, comprehensive system would come about.

Although the original work statement did not emphasize the technical assistance aspect above the others, expansion of activities in this area served to subsume the others within it. Tasks relating to review and analysis of extant and planned systems, for example, were carried on within the framework of technical assistance.

Feedback from the Center for Career and Occupational Education (CCOE) has been very positive, including appreciation of services which contributed to such peripheral needs as OCR reporting requirements, follow-up systems for non-respondents to mail questionnaires, and applications of inferential analysis techniques. What remains for a second year of this project is to provide continued technical assistance to the CCOE and, through it, develop systems for analytic reports that would be generalizable and replicable elsewhere. Accordingly, the following objectives are projected:

1. To design and implement major changes in the New York City School District's occupational education reporting system. The occupational reporting system is to be fully coordinated with the City School District's recently developed, citywide student information system.

2. To develop functional specifications for meeting selected information requirements of the City School District's Center for Career and Occupational Education. These specifications will be submitted to the City School District to be considered for inclusion into plans for the integrated, citywide student information system, and would enable the integrated system to provide for the needs of occupational education.

3. To specify refinements in the State Education Department's (SED) Occupational Education Reporting System so that the system is consistent with:

   a. the revised approaches to meeting federal and state reporting requirements currently being developed by

the SED's Office of Occupational and Continuing Education and by the Information Center on Education; and

b. the distributive data processing approach that is being planned for the New York State School Computer Services System.

4. To assess the feasibility of extending the scope and capabilities of the SED's Instructional Support System for Occupational Education (ISSOE). It may be possible to extend ISSOE to meet a variety of additional needs including:

   a. statewide evaluation of occupational education programs;

   b. the development of individualized education plans for occupational education students;

   c. new indexes of occupational program effectiveness based on mastery data; and

   d. the development of new approaches to monitoring cooperative education and other training programs that make use of employer work stations.

Enhancing Potential of Women in Science (EPWIS) II
NSF SPI-7704689 A01

On the basis of excellent ratings of the original grant, the EPWIS project was renewed for a two-year period. It is a cooperative effort between a center that has extensive programmatic experience in servicing re-entry women (CASE/IRDOE) and a department that has extensive experience in training computer scientists.

The goal of the renewal was twofold:

1. to continue (with some modifications) the original program (1977-1979) that served to retrain women with science degrees so that they could enter the job market or graduate school in the area of computer science; and

2. to explore procedures for institutionalization of EPWIS.

This first year of the two-year project enrolled 45 women in the first of a two-semester, full-time program during which they attended a two-week orientation program, completed two technical courses, attended counseling and job orientation seminars, and started a job-related research project under the guidance of a research advisor. Completion of the program will require students to complete the remaining two technical courses and the research project in order to satisfy all undergraduate admission requirements for acceptance into the graduate program in computer science at City College. Participants will also be assisted with job placement in 1981.

Project staff are exploring mechanisms whereby institutionalization of the program can be accomplished on a cost-effective basis. In addition, support is being sought from the University and from an Advisory Council composed of representatives from external agencies (i.e., foundations, industries, etc.) in order to assure the continuation of the program beyond the NSF support period.

Statewide Workshop for Consumer Homemaking Coordinators
VEA 80-5-1142

On November 13 and 14, 1979, the coordinators and representatives from the teacher and paraprofessional staffs of the Consumer Homemakers programs met at a two-day statewide workshop. The objectives of the workshop were:

- to share methods to implement VEA subpart 5 consumer-homemaking objectives in New York State;
- to develop a future perspective for consumer-homemaking projects in light of federal and state regulations, funding and program strategies;
- to share successful activities, teaching techniques, and alternative funding and resource development ideas.

As part of the workshop evaluation, participants were requested to develop individual action plans for their project. The action plan described how participants intended to use the information from the workshop to improve their individual projects.

A follow-up study was done to evaluate the workshop outcomes. The study's findings and recommendations for future bureau activities are included in the final report of the project, available from the Institute.

Field-Based In-Service Training of Regular High School Staff: Responding to the Vocational and Career Needs of Urban Youth
BEH 451 CH 90212

In this, the first year of a three-year grant, the project sought to increase the involvement of special education high school students in career and vocational development activities by providing in-service education for "gatekeepers" (e.g., administrator, special education coordinator, vocational chairperson) and, through a multiplier effect, to additional regular and special education teachers. In each of five urban high schools the project staff provided workshops and consultation visits to a "work orientation team" consisting of 5 to 6 leadership personnel (the gatekeepers). Each team, in turn, provided training for 50 to 60

faculty members regarding facts and feelings about handicapped students and regarding programs and procedures for optimal career development of those students.

The major objectives of the project are:

- To expand access of handicapped students to career and vocational development opportunities in high schools.
- To develop a "work orientation" team from among influential members of each school's teaching and administrative staff, who will be able to infuse vocationally oriented activities for special education students throughout the school.
- To provide a model field-based training program that is cost effective and capable of maintaining itself after the project ends.

Formative evaluation of the project includes information regarding the quantity and quality of project activities such as demonstrations, consultations, career infusion, etc. Summative evaluation will be accomplished by comparison of pre-project and post-project data regarding pertinent knowledge on the part of school personnel, school policy and practice, and activities pertaining to career development of handicapped students.

Sex Equity Pamphlet (Super Person Comic Book)
VEA 80-3F-95a GS

The purpose of this project was to overcome sex stereotyping in elementary school children through exposing them to new role models in cartoon format. A 16-page comic book and teacher's guide was developed to tell three stories which delivered such messages as:

- Females as well as males have exciting adventures.
- Females as well as males engage in rugged activity.
- Males as well as females are tactful, are willing to compromise, are intuitive, show sympathy, are interested in people and appreciate the arts.
- Women have challenging, high status careers with decision-making responsibilities.
- Both men and women love to take care of children, although some men and women have other interests, too.
- Women are brave and self-reliant.

- Women have many skills, including scientific and mathematical skills.
- The action of women, as well as men, have a direct effect on situation outcomes.
- Men gain great satisfaction in working with children.
- Males as well as females make good nurses, teachers, dental technicians, secretaries.
- Females as well as males succeed as carpenters, electricians, automechanics.

Although some delays were experienced to accommodate changes in story substance and format suggested by the SED, requiring a time extension of the grant, the three stories were finally incorporated into the 16-page document and all art work was completed within the fiscal year. The Teacher's Guide was also completed. Dissemination of the comic book and guide is projected for FY '81 in a proposal currently before the SED.

Impact of Experience and Maturity on the Responsibilities, Attitudes, and Capabilities of Cooperative Education Students
DHEW 510AH 90296

This research study is the third of a series examining the work experience of cooperative education students as a function of their sex, curriculum, and traditionality of career choice. The present investigation addressed the question of whether the day-to-day work activities and situations in which cooperative education students engage change, given increased levels of work experience and occupational maturity.

Better understanding of the co-op education work environment for students with differing characteristics is of value to framers of cooperative education programs. Providing practitioners with detailed information of this type would permit more appropriate placements designed specifically to meet the needs of individual students, and a better defined basis for assessing students' experiences. In addition, as a result of the availability of this kind of information, students may be more ably prepared--both before and during a field assignment--for what they can expect and what is expected of them as adult workers.

The overall goal of this project was to describe differences in co-op education work as it varied with the students' experience (as indicated by the number of prior work placements) and career maturity (defined in terms of values, future plans and expectations, and scores on an inventory of career maturity).

The detailed questions answered were: 1) do specific work activities and student responsibilities differ in type and degree as a function of experience in co-op and in maturity; 2) do students differing in amount of co-op experience and maturity differ in their attitudes toward co-op and in their confidence, satisfaction, and assessment toward co-op and in their confidence, satisfaction, and assessment of their abilities; and 3) do students varying in experience and maturity differ with respect to how they are treated and rated by supervisors.

The study was designed as a cross-sectional comparison of first-time co-op students with students on a third co-op placement. The basic methodology, including several of the major data collection techniques that we used previously (although administratively complex), has proven successful and non-obtrusive for participants. Sixty colleges and universities agreed to participate in the current (1979-80) study; we obtained data from students enrolled in 52 of them. A total of approximately 2,000 students responded to at least one of our three questionnaires--and almost 45 percent of them completed (or had their work supervisor complete) all three. The student participants represented college sophomores, juniors, and seniors. Generally, within each level were included students on their first work assignment and students who had had as many as six or more placements--some with the same organization and some who had "co-oped" with several different companies.

In order of administration, the students who volunteered for the study received a two-part Student Decision-Making Questionnaire, which consisted of some background demographic data and a section of Vincent A. Harren's "Assessment of Career Decision-Making" (ACDM) Inventory; scores on the ACDM were used to classify students' level of maturity--a major variable for analysis.

Respondents to the Questionnaire were sent a copy of the Student Survey and a Supervisor's Evaluation. The Survey, which the student was asked to complete and return, centered around the activities performed by the co-op on her/his job and the people with whom he/she came into contact. Questions pertaining to task appropriateness as well as amount of time spent were included, as were such topics as the value of co-op, problems with co-op, and career choice and certainty. There were also a few items describing hypothetical situations that could happen at work to which students were asked to describe what they might do in each instance.

The Supervisor's Evaluation, which the student gave to her/his immediate (direct) supervisor at work was a brief questionnaire asking the supervisor: how much time (if any) the student spent at listed tasks; and, in comparison to regular employees performing similar jobs, how much of each of several listed worker qualities did the co-op student possess.

Complete data for more than 800 students are presently being analyzed. The major analytic groups are experience level and maturity. If there are sufficient N's in the cells, the information will be further examined by sex and curriculum. The final report will be available for distribution by the end of 1980.

Encouraging Classroom Use of Turning Points and A Man's Place: Discussion Guides & Dissemination
VEA 80-3F-425 GS

The purpose of this grant was to develop and field test discussion guides for two documentary films on the expansion of traditional sex roles, previously produced by IRDOE ("Turning Points: A Profile of Three Adult Women in College," and "A Man's Place..."). In addition, both films were disseminated to professional audiences.

The films were shown to college and secondary school classes in urban, suburban and rural settings and to church and adult education groups. "A Man's Place...," which was completed in 1979, was submitted for film competition to the American Film Festival and the American Personnel and Guidance Association. It has been shown at various national conventions, as well, and received excellent reviews.

Reactions to the Discussion Guides were uniformly positive. In all cases of testing suggestions for improvement were forthcoming; where appropriate, those suggestions were incorporated into the revisions. Dissemination has been projected for FY '81, through a proposal to the Special Programs unit of the Office of Occupational and Continuing Education.

Opportunities for Women and Minorities in Educational Research and Development
NIE G-79-0060

The project sought to increase the participation of women and minority faculty in educational research and development through a CUNY staff development program consisting of: a) research skill upgrading; b) research participation; and c) mentorship. Research projects, which focused on Urban Education, tapped several academic disciplines. An Advisory Council composed of University administrators aided in the professional growth of our target groups.

Forty women and minority faculty members participated in the program. Participants took courses in advanced statistical methods, computer programming, and multi-disciplinary research techniques. In subsequent years there will be seminars in grantspersonship, publications, and other issues related to professional advancement. Teams of three researchers (two intern/colleagues and one mentor) and 30-40 female and minority undergraduates participated in research projects.

An essential component of the program was the development of a mentorship network within and across the 20 colleges of CUNY. Senior researchers functioned as sponsors to their junior colleagues. In 1980-81 the research teams will develop, implement, and seek to publish research in the broad area of Urban Education. The mentors (who received modest consulting fees) were seen as pivotal in the professional socialization of women and minorities in educational research and development.

An Advisory Council consisting of administrators, deans, representative mentors, and intern/colleagues, dealt with the problems relating to the professional growth of women and minorities. Their efforts contributed greatly to the development of many training aspects previously provided informally to doctoral students who received internship experiences with IRDOE. It also marked the first formal approach to meeting the Regents' first priority: Improvement of the quality of programs and the competence of professionals.

Continuation of Futuring Business Education Curriculum Needs
VEA 79-3C-694 GS

This project is an extension of last year's efforts in dissemination of recommendations of the "blue ribbon" committee charged to review the business curriculum in light of future considerations (i.e., economy, technology, etc.). The specific focus of the Committee's deliberations was to study the changing needs of business and recommend modifications in the business education curriculum so that it would articulate closely with those changes. In that manner students who have completed the curriculum could have the type of preparation, skills, and attitudes most likely to be needed by potential employers. Additionally, commitments of resources for buildings, equipment, and personnel could, hopefully, be predicated on reliable future circumstances.

Tentative recommendations regarding desirable changes in the business education curriculum were submitted by the Committee early in FY '79. Representing secondary school business education teachers, city directors of business education, business executives, college professors, district superintendents, and Bureau of Business Education personnel, the Committee presented to the field through regional and area meetings, as well. An evaluation by participants was solicited, and computer treatments of the data yielded overall concurrence, albeit variances among respondents regarding certain recommendations.

On the basis of the meetings, the evaluation thereof, and a hearing in Albany, a revised final report was prepared by the Committee; 14,000 copies were distributed in New York State, and were to form the basis for SED workshops to explicate the recommendations and facilitate change. This activity was successfully undertaken this year, and resulted in such outcomes as field contributions to the nature of curriculum modifications and the development of a new course entitled, "Business Dynamics," which is a compilation of core competencies identified by the Statewide Business Education Review Committee as needed by entry-level office employees regardless of their specialization.

Projected for next year is a pilot of the new course in forty-eight selected high schools in New York State. Evaluation of the pilot will determine what modifications in substance or delivery modes would be desirable.

Project MART: Math Avoidance Reduction Training
VEA 80-3E-56 GPS

Project MART was designed to increase student enrollment in math-based occupational curricula at the postsecondary level. The goal of the program was to improve the classroom environment and climate for learning mathematics, and thereby induce a more positive student response to math and to math-based subjects. Working directly with instructional staff, Project MART focused on the math anxiety and avoidance behavior of career program students in general and female students in particular, and on teaching techniques for reducing these negative reactions.

Low and underenrollment in certain career curricula is significantly related to the extent that the curriculum uses or requires mathematics. As students progress through secondary school they tend to take progressively fewer math courses. While this limiting exposure to math is in itself a serious issue confronting educators, it is also a problem with important career implications: Relatively more mathematics is required for careers which have the highest labor market projections in which minorities--and especially women--are underrepresented. Because the community colleges possess the capability to provide training in these technical and technological fields, they are the logical focal point to begin to address the problem associated with inadequate and/or insufficient preparation in math.

The literature on math anxiety and the related phenomenon of math avoidance, while new and neither synthesized nor integrated, has already led to some programmatic developments. Nearly all these efforts, however, have treated math anxiety-avoidance as a student's problem and have therefore relied on counseling (i.e., therapeutic) models for solutions. Project MART was created from a different point of view.

Because of the presumed magnitude of the math anxiety-avoidance syndrome, there was a need for a model to serve larger audiences in a cost-effective manner. MART, a staff development program, was designed with this in mind. The 22-1/2 hour program provided faculty--whose primary responsibility is to teach remedial and regular math courses--with specific assistance in how: to recognize math anxious-avoidance behavior in the classroom; to evaluate materials and pedagogical strategies that inadvertently reinforce students' negative reactions; but perhaps most importantly, to implement specific classroom techniques which have proved effective in alleviating or diminishing feelings of dislike, incompetency, and anxiety toward math.

In 1979-80, Project MART consisted of two series of workshops which attracted 30 faculty volunteers from 5 CUNY community colleges and one non-CUNY college. The first series (afternoons) was conducted for staff from one community college; the other (Saturdays) brought together faculty from a number of different institutions. Both cycles dealt with the research that had been done on math anxiety, the identification of the math anxious student, general classroom management strategies, and specific content topics such as fractions, algebra, signed numbers, and word problems. The final session(s) was devoted to planning follow-up activities that could be instituted on campus in the future.

Interpersonal Skill Training for the Handicapped: A Manual
VEA 80-3C-162 HPS

The potential for a disabled person to interact successfully with non-disabled individuals in the world of work is directly related to the many negative attitudes held by the public at large toward those who are handicapped. Positive interactions between disabled people and non-disabled individuals which could transform negative attitudes and attendant hostile behaviors are oftentimes complicated by the obstacles handicapped people initially face in developing interpersonal skills. Certainly the negative attitudes of the general public need to be changed so that handicapped people have full opportunity for education and work. At the same time, however, we should make an effort to work directly with handicapped people to improve their interpersonal skills and thus help remedy a deficit that itself resulted in part from the negative attitudes of the public.

This project responds to the vocationally related skill needs of handicapped college students. It is an attempt to upgrade disabled students' communicating competencies in skill areas that can impact across a wide range of vocational situations through the development of a systematic sequential training package.

Although in this year the goal was the development of a manual, the ultimate goal of this project is to prepare a field-tested manual for use by student personnel staffs in training disabled students in higher-order interpersonal skills. The specific objectives related to the development of this manual involved:

- Identifying a group of generic and employment-related interpersonal skills which are behaviorally identifiable, trainable, and of value for disabled students as they engage in two-year college training programs, job seeking, and on-the-job situations.

- Developing a set of sequential occupationally-related training exercises which would provide the context for practicing acquired generic interpersonal skills.

- Specifying the approaches and methods by which student personnel staff can train disabled students in generic interpersonal skills, as well as the methods for their practice and use in vocational contexts.

The interpersonal skill package has been targeted for community college level disabled students who have a wide range of disabling conditions, e.g., orthopedically impaired, health impaired, emotionally disturbed, learning disabled, speech impaired, visually impaired and hearing impaired. These students, some with academic deficiencies, do not have impairments in intellectual functioning that will impede their use of the training material.

All trainer materials have been targeted at the level of an experienced human service professional with a minimum of a master's degree, and holding such professional job titles as counselor, social worker, or psychologist. Services of this kind for handicapped students are sometimes offered by these professionals through special offices or centers for students with disabilities. In other instances, such services are offered through regular campus facilities in student counseling centers, residence halls, student unions, and placement and career planning offices.

All tryouts and evaluation of material will be conducted with samples of the kinds of students and human service professionals for whom the manual is intended, and a proposal is currently before the SED for such a field test in FY '81.

Auto Tutorial Modules for Reducing Sex Bias in School Systems: Field Testing and Demonstration
VEA 80-3F-197 GS

This project involved the development of a self-contained, auto-tutorial learning kit designed to guide counselors, teachers and administrators in the reduction of sex bias in the schools. It contains four modules, each with an activity workbook/manual and a 10-30-minute color instructional videotape. The modules deal with:

- developing an awareness of personal biases;
- understanding Title IX and VEA legislation;
- teaching and counseling methods for reducing sex bias; and
- reaching out to business and industry.

It is anticipated that this kit will be used by school personnel to train faculty leaders, to develop a more equalitarian education program, and to promote more equitable business practices in the community.

In 1979-80 the modules were field tested in diverse settings and modified to attain maximum effectiveness in a broad range of school settings. During April utilization of the modules was demonstrated in Edison High School, Rochester. These materials represented revised forms based upon previous pilot testing, and final revisions were made following the Rochester field test. Production of the modules and dissemination will take place in 1980-81.

Critical Characteristics of Incoming CUNY Community College Freshmen
VEA 80-3A-1037 GPS

This research project addressed the need for early indicators describing the characteristics of the incoming CUNY community college freshman class so that administrative decisions about programming and scheduling, services, and allocation of resources can be made on the basis of more accurate estimates of the composition of the student population.

The implementation of open admissions in 1970 and the growth of the City University of New York system resulted in a dramatically large increase in the number of New York City high school graduates applying to the colleges. Included among these applicants are a significant proportion who will not enroll in a CUNY college as scheduled. Based on several years' patterns, in any one year about 40 percent of the students who apply to the university and are accepted to some unit do not enroll in the allocated college.

Policy makers at many levels, both within and outside the CUNY system, need access to adequate data concerning the needs (characteristics) of the students they are to serve in order to make informed decisions. Nevertheless, even without collecting information of this type in a systematic way, the community colleges have been fairly successful in attracting an increasing number of students. In large part, we believe, this was due to the fact that they had been serving a population to which they had long been attuned.

With the changing population, the centralization of the application and allotment procedures, and the tendency of high school students to apply to the City University colleges as a "back-up," it becomes critically important to be able to predict not only the proportion of no-shows, but their characteristics as well.

The 1979-80 study focused on delineating and describing the salient characteristics of students who enrolled and of students who applied to, but did not enroll, in the CUNY community colleges. Using a 25 percent random sample of all September 1979 allocants to the CUNY community colleges, project staff designed two slightly different versions of a survey questionnaire. Early in 1980 questionnaires were mailed to one group of 4258 students and to another group of 2549 students identified by the colleges as enrollees and non-enrollees, respectively.

Non-respondents were followed up in one of two ways: Half received a second questionnaire and half were contacted by telephone. (As substantiation of a prior comparison of this type, done on a smaller pilot basis, the telephone follow-up yielded a significantly greater rate of return.)

The questionnaires were designed with the input of the University's central administration and the colleges' directors of institutional research. The form included questions related to career interest and

maturity, prior work experience, the family's educational background, and the adequacy with which the high school prepared the allocant for continued education and/or work. Because the survey was administered in mid-year (at about the end of the first college semester), it was practicable to include questions about their experiences and satisfaction with community college--their courses, the support they received, and an estimate of their future educational and career plans.

Information from the survey, integrated with information from the CUNY application, can help to develop profiles of probable enrollees and probable non-enrollees. The data were analyzed and predictors developed to enable key questionnaire items that describe and distinguish between the groups to be abstracted and presented to the University for consideration as standard items to be added to the centralized application form. If adopted and made part of the regular application procedure, CUNY should be able to collect, tabulate, and disseminate the results back to the colleges as the applications for admission are processed. Thus, the community colleges will have available a profile of the entering class in sufficient time to more adequately deploy their resources. Furthermore, since the non-enrollees represent a potential pool of new students, with a better description of their needs and characteristics the University should be better prepared to plan programs to attract them.

Career Paths Workshop: A Packaged Program for Women Students in Transition
VEA 80-3D-214 GPS

This year's continuation of the Career Paths Workshop program for women students in transition to community college was designed to facilitate meaningful dissemination of the program through the development of an attractive, complete, and easily used package of materials.

The packaged set of materials, which will be available for distribution in the fall of 1980, was based on more than two years' prior experience planning, conducting, and evaluating a workshop program whose basic purpose is to expand the occupational options of young women students. The Career Paths Workshop program for female high school seniors was conceived with the input of representatives from local community colleges and public New York City high schools, as well as the suggestions of representatives from the State Education Department.

The program was implemented during the 1978-79 school year. It consisted of four full-days of activity during which more than 80 students from 47 public secondary schools underwent a series of exercises that focused on increasing self-understanding (particularly of one's values, skills, and interest), translating personal strengths into occupational qualifications, and learning about the opportunities afforded by non-traditional careers.

Much of the program organized the students into small groups based on college of interest and led by a counselor from the community college. Once feelings of ease and camaraderie were established, the groups were reorganized on other bases; some activities involved the participants in one large group. The diverse groupings, as well as the varied activities (which included pencil-and-paper exercises, role-playing, informal discussions, and question and answer sessions) were constructed to broaden the students' general experiences. A highly supportive, adult climate was established. Within this framework, the young women interacted with community college students in non-traditional curricula, working women, and female mathematicians--as well as with one another and with the group leaders.

The activities were planned so that each student went through a structured sequence that ended with decision-making and future planning. An important and rather unique aspect of their total experience was the focus on mathematics: the avoidance of mathematics based on fear, negative experiences, and/or feelings of dislike limit occupational options. The introduction of mathematicians into the workshop program permitted the participants to discuss and work through some of their negative reactions.

Since both immediate and 6-month later follow-up responses to the program were favorable and the students felt that it had had a positive impact on their lives, our effort during the 1979-80 year went into modifying the materials for participants and group leaders based on the field try-out and incorporating the feedback of specialists in career guidance, planning and information; and into the production of packaged materials. The final set of materials consist of four basic pieces:

- A video tape useful for providing an overview of the intent of the program;
- Four shorter videotapes, using actual footage from the 1978-79 field implementation, that: describe the participants; present two actual exercises in planning; portray the use of adult role models; and depict how one workshop theme is continually reinforced;
- A Handbook for Coordinators which consists of an Introduction; a Description of the Program's Intent; an Annotated Guide to Replicating the Program; an Administrative Outline; and a chapter devoted to modification of the model--adaptations in timing, scheduling, and sequencing activities, alternate exercises, and so on.
- A Group Leaders' Script which contains detailed directions--including dialogue and examples--for the conduct of each session, and a section devoted to group dynamics.

The final package is self-contained and will be made available to community college and to other public and private institutions and agencies concerned with expanding the occupational opportunities and improving the preparation of young women in transition to school or to work.

III. In-House Projects

This section deals with those activities that were either a contractual obligation of the administrative grant, an additional assignment during the year as an arm of the State's RCU, or undertakings designed to explore new concepts which could improve the vocational education process for students.

Urban Vocational Directors - Staff Development Activities

Characteristic of the acceptance of IRDOE-sponsored large- and small-group activities, the "Big Five" staff development activities this year jumped to four scheduled meetings (from two the previous year) at the request of the directors. The first was held in Buffalo on October 4-5, 1979, and concerned itself with updates from Albany regarding VEA proposal procedures, regionalism as it effects the large five cities, CETA/Vocational Education relationships, legislation updates, and mini-grant procedures.

The second meeting, on December 13-15, 1979, in New York City, was highlighted by concerns regarding funding formulas and regional priorities affecting them. Interestingly, much of the discussion surrounding this matter dealt with the need for responsible funding policies to insure against possible charges of discrimination--a concern which later proved prescient. Linkages between CETA and VEA were again discussed and amplified into projections for a proposal by Region II. Explication of the Mini-Round procedures was provided in detail, and status of the 1981-82 Annual Plan was described.

The third meeting, in Albany on January 8-9, 1980, was devoted exclusively to "Program Planning and Proposal Development." Attendance included not only vocational directors of the Large Five Cities and Urban BOCES, but their key staff persons responsible for proposal development. Excellent presentations were made by more than ten SED persons; additional presentations, made by Rochester and New York City central staff personnel, centered on the planning process and administrative controls, a proposal development workshop, and review procedures. A copy of the full agenda may be found in the Appendix.

A fourth meeting was held April 24-25, 1980, in Syracuse. Regional planning, implementation of the mini-plan, industry/education cooperations, the PL 94-482 evaluation mandate, and the CETA-Vocational Education Linkage project in New York City were the main topics. Again, directors brought key staff personnel in order to benefit a broader base and prepare them for additional leadership activities. Again, a copy of the full agenda may be found in the Appendix.

While the four scheduled meetings served the full complement of urban vocational directors, additional meetings of a smaller-group nature were held when several directors were in attendance at the same

professional meetings, at SED offices, or in conference centers. Not alone were such meetings, a total of seven, cost-effective, but they enabled updates and exchanges of information and ideas that would otherwise have been missing because of communications problems, time constraints, etc. And, though it has been said previously, these meetings benefit IRDOE as much as the directors through learning of issues and problems requiring resolution.

Special Interest Paper Series (SIP)

Response to our SIP papers has been laudatory in the past, and this year was no exception. Increased requests to be "put on the mailing list," while flattering, provide a concern, however; the intent of the one-topic papers is to target them for a select audience--persons for whom the topic has special meaning and who are in a position to act upon the information. Hence, there is no one "mailing list" (other than our Advisory Council and select SED and LEA persons who are kept informed of all our activities), and the conflict is obvious. We will continue to satisfy the intellectual curiosity of those who request current SIP papers, but apologize to those who expect a continuity of effort on our part.

The SIP papers produced this year were:

#20 - "Instructional Concepts for Occupational Education"

#21 - "Sex Differences in Cooperative Education"

#22 - "Socioeconomic Status and Occupational Education Aspiration"

Additional copies of these are available from IRDOE without cost. A fourth paper, treating youth employment, was revised several times to update it in keeping with the strides made in CETA/YEDPA/Vocational Education linkages. The author preferred to incorporate June and July data, forcing the publication data forward to FY '81.

RCU Long-Range Planning

As a component of the State's Research Coordinating Unit (together with our sister Institute at Cornell and the Bureau of Occupational Education Research), IRDOE has sought to serve the SED's Office of Occupational and Continuing Education (OOCE) by providing data, information, and concepts relative to a variety of matters affecting occupational education curriculum, delivery systems, staff preparation, and the like. Although many of the communications have been in the form of letters or memoranda to the Commissioner and his staff, several meetings were held between the Directors of the component units and the Director of the

Division of Occupational Education Planning, Research, and Evaluation, in whose Division the RCU is situated, for the purpose of collaborative ventures serving similar ends.

An ancillary outcome of the meetings was the concurrence that the constraint of annual funding should not preclude long-range planning. Recognizing that continuity was essential to our efforts, and that cost-effective resource allocation was contingent upon knowledge of resources available, the Commissioner communicated his agreement, in principle, to a continuation of the current RCU structure. Since the concept was of greatest import, his action gave impetus to a "long-range planning meeting" on April 22, 1980, at IRDOE. A typescript of the proceedings was circulated among the directors of the individual components and the Director of the Division of Occupational Education Planning, Research, and Evaluation. A second document, reflecting a synthesis of the typescript in a reorganized format, will form the basis of a submission to the Commissioner of formal recommendations after another meeting of the component directors, scheduled for early Fall.

Basic Skills Development

In addition to IRDOE's involvement in projects concerned with basic skills mentioned earlier (e.g., MART, Career Paths), the Director was named Eastern Regional Field Test Coordinator for an Education Department contract awarded to the Cornell Institute for Occupational Education. Seeking to identify the basic skills necessary for successful performance of entry-level jobs in seven vocational areas, the project will, upon completion of that task, develop Resource and Teacher Guides designed to help teachers meet those skill needs of secondary-level vocational students.

IRDOE's responsibility is the oversight of pilot programs in New York, and is another example of the complementary and cooperating activities of the two university-based components of the RCU.

Technical Assistance Workshop

As indicated in other reports, IRDOE's responsiveness to OOCE needs, as well as to the field, has added immeasurably to its viability and credibility. Oftentimes short lead time, previous encumbrances, unavailability of SED personnel, or lack of specific expertise will preclude the OOCE from the conduct of a particular function. Under such circumstances, and by virtue of the resources available to IRDOE with quick turn-around time, we have been able to respond on short notice.

Illustratively, the need to provide a technical assistance workshop on VEA proposal development was facilitated by IRDOE's involvement on two weeks' notice. The meeting, held January 17, 1980, served to provide salient information to seventy-five key persons who otherwise may not have gotten such assistance in appropriate time.

Presentations, Meetings, Seminars, etc.

As predicted, the number of meetings attended or held within and out-of-State increased significantly. They served to accommodate constituencies through the presentation of papers, by gathering data or information, by disseminating information needed in the field, etc. Among the meetings run or attended by the Director or staff were those at:

- National RCU Directors' Annual Meeting
- Eastern Educational Research Association Conference
- American Educational Research Association Annual Meeting
- American Vocational Association Meeting
- American Personnel and Guidance Association Convention
- Council for Exceptional Children Conference
- National Association of Secondary School Principals Conference
- New York State Counselors Association Annual Meeting
- New York Association for Continuing and Community Education Conference
- American Psychological Association Annual Meeting

The foregoing, a small illustrative sample, does not describe the myriad meetings attended by IRDOE personnel to serve constituents' needs. Consultations, participation in LEA meetings, acting as resource agents for interagency committees, and cooperation with employer and labor factions through school-work councils are additional activities engaged in at great length.

Communicasting

Interactive television, where both audio and video signals may be originated from multiple sights through inexpensive, low-power equipment, has been a thrust of IRDOE for the last five years. No claim is made for "inventing" the system; the Director and colleagues simply applied current knowledge and state-of-the-art concepts and equipment in a different configuration to illustrate how the technology can serve educational communities.

For new readers, "communicasting" combines broadcasting with communicating (i.e., two-way interaction), and is accomplished through line-of-sight transmissions to an unattended repeater station at a high point which retransmits the signals to other stations in the complex. Those other stations, in turn, may send audio and video signals to the repeater for retransmission. Accordingly, all "terminals" (a transmitter, receiver, camera, microphone, and antenna) in the system may interact with one another in a proscribed community. The "community" is determined by the height of the repeater antenna and its power output, and might typically serve an area whose radius is 50-60 miles. This would overcome problems of rural communities not adequately served by cable or other means, enable non-duplicative and cost-effective instructional deliveries where appropriate, serve homebound populations, obviate the need to transport, house

and feed conference participants at a central location, etc. And, since it employs "over-the-air" transmissions, there are no time and service charges of common carriers as recurring (and escalating) costs. Nor is the equipment as expensive as the high technology, microwave variety required in the Instructional Television Fixed Service (ITFS) range.

An IRDOE petition before the Federal Communications Commission for frequencies in the UHF range resulted in the opening of a full "Notice of Inquiry" into the matter, with encouragement to experiment/demonstrate on temporary frequencies. Unfortunately, the New York metropolitan area is heavily saturated with frequency use and none are available here. In Eagle Bend, Minnesota, however, a creative and daring group did apply for and receive UHF frequency permission, and received funds through the State Educational Agency to demonstrate the feasibility. They are well underway in their project, with classes to begin utilizing the hardware configuration in September 1980.

We continue to serve Eagle Bend and other communities seeking to implement similar facilities, and have responded to thirty-two community inquiries this year. Additionally, an IRDOE-produced videotape of off-the-air footage combined with production and narrative insertions serves to portray the concept for agencies interested in better understanding the system. It is available for loan, free, on request to the Institute.

Messages in Occupational Education

Of concern to all of us in educational activities, and particularly in occupational education disciplines, has been the "bad press" received in recent years. Whether the publicized ills are real or imagined, stemming from honest or nefarious motives, we have been responsible, by omission, for much of what has befallen us. We have, as a profession, contributed to and witnessed much progress in service to women, the handicapped, the disadvantaged, and other special needs populations in the last decade, but have done relatively little to publicize the facts. Similarly, the majority of graduates of our institutions enter the labor force with the skills enabling them to do very creditable jobs, but the employing public is sampled regarding those who don't.

Accordingly, we have embarked on a campaign to publicize the positives, and have allocated some of our resources to obtain inputs from various persons associated with occupational education and allied support functions. Those inputs, in the form of brief papers, are being treated for various types of presentations planned for FY '81. They will underscore occupational education contributions to the various sub-populations, and will reflect the ancillary functions (e.g., vocational guidance, counseling and placement) associated with our programs.

IV. Contracted Services

Requests for services are routinely responded to by IRDOE in its capacity as a component of the State RCU and a downstate outreach of the OOCE. When such service does not require more than a day or two of effort, as in the form of presentations, consultations, or research and evaluation design meetings, no problem is posed. When, however, service would require weeks or months (e.g., formative evaluation of a program) it is considered on a contractual basis if the activity complements SED or IRDOE interests.

This year the staff continued its evaluation of the Youth Employment South Bronx ("YES Bronx") project. Youth employment and school-to-work linkages are high on our priority list, and this project reflects both.

Another challenging concept was brought to us by the New York City Board of Education's Center for Career and Occupational Education: the identification and placement of talented and gifted occupational students in internships where their creativity can be challenged and nurtured. This was undertaken in a multiphasic approach, including searches to ascertain criteria for identifying those qualities in non-characteristic students (i.e., those whose general academic strengths may not be evident but who, nevertheless, are gifted vocationally), evaluation of their placements and experiences, the reactions of employers, etc. The uniqueness of the project, including the seeming total absence in the literature of data relating to other criteria than the academic variety, created many unforseen difficulties but yielded much that was inciteful and challenging for us. We are convinced that this area needs further study, and intend to continue exploration as resources permit.

When Bronx Community College approached us to join with them in a project involving new careers for instruction in an urban environment we were delighted. We have long championed consortia activity, and wished to expand our efforts in the areas of emerging occupations and new delivery systems. Research yielded avionics as one appropriate area, and one which could be taught in an inner-city setting although, characteristically, it was the purview of schools at or near airports heretofore.

Another Board of Education (CCOE) project brought to us was that of a YEDPA/In-School Youth Employment demonstration serving handicapped youth. Extensive experience of IRDOE staff in serving, and training others to serve, handicapped populations placed IRDOE in an enviable position to assess this project and provide the knowledge development desired by Youthwork, Inc., the Federal oversight contractor.

When the State OOCE's Division of Adult Education was faced with a decision regarding the refunding of a particular research grant to a faculty member at Bronx Community College, our assistance was enlisted to provide an assessment of the activity to date, the efficacy of the study and potential contributions, and possible supplemental and/or changed directions. We were pleased to commend the continuation, added

several recommendations, and suggested certain oversight procedures. Since the Division preferred not to undertake the oversight directly, we accepted the assignment and will be completing our obligations during the 1981 fiscal year.

Although the foregoing describes five contractual activities, compared with one in the previous year, it does not tell the complete story. Three additional requests for service were received; two were not occupational education oriented, and the other one would have required a greater personnel commitment than could have been provided with current resources. As mentioned in previous reports, resource allocation could be significantly improved if the extent of involvement in other SED mandated activities could be reliably projected. Staffing could then enable a work-load beyond current capabilities, and overload would increase proportionately permitting cost-effective utilization of services.

In a similar regard, IRDOE's obligation to disseminate knowledge and products has led us to devote considerable time and effort to responding to requests from the field. Requests for copies of our film, "A Man's Place...," for example, not yet in the hands of a commercial distributor, has required us to order prints and ship to South Carolina (SEA), Florida (LEA), Massachusetts (LEA), Michigan (State University), Hawaii (State University), and other agencies in Connecticut, North Dakota, and Canada.

Several of these same agencies, and such others as New Jersey's Rutgers (State University) and Maryland's Baltimore Department of Education, have also requested our "Sex Equity Guide" materials in quantity. We have, in essence, become a distributor--a task for which we are not truly equipped with present resources. Although we attempt to serve our constituents on a cost-recovery basis, determining that cost is often a difficult process; how, for example, do we recover the cost of damaged films returned after loan or preview showings, or those not returned at all? Follow-up telephone calls, time spent in packing and shipping, bookkeeping, and the like drain current resources heavily. Yet, cost-recovery income is insufficient to employ additional personnel. Again, then, staffing in anticipation of expanded responsibilities could enable appropriate work loads.

While not considered "contract" services in the usual sense, national and international exposure has led to many requests for service which could pose resource allocation concerns. Visitors from, for example, Japan and Germany, having read of certain IRDOE activities, sought our time for in-depth discussions. Do international cooperation and advancement of the State-of-the-art weigh heavily in priority decisions? (See Appendix for samples of such service.)

V. Retrospect and Prospect

It has been the Director's practice to use this section for an informal, general appraisal of the year past and to project priorities for the future. A paragraph previously used is equally applicable now:

> While the accomplishments noted in the preceding pages evoke much pride on the part of the director and staff of IRDOE, we note with humility that our activities are miniscule in terms of all that could be done to improve occupational education for students in New York State and the nation. We commit ourselves to continue to identify problems and concerns in the field, and to provide implementable information and products designed to ameliorate, if not eradicate, those shortcomings.

Mentioned earlier was the fact that IRDOE undertook a total of 23 grants, contracts, and in-house projects. That number is exclusive of five contracts for service to constituents of more than several days' effort. A considerable strain was placed upon our space, material, and human resources, and procedures to alleviate the circumstance are being considered.

Additionally, despite heavy burdens relating to the conduct of present activities and the assumption of overload responsibilities, the staff generated 27 proposals for FY '81. This writer stands in awe of the dedication and professionalism manifested, but is sensitive to the fact that there are realistic limits to human capacities. If past is prologue, however, efforts to curb zeal will be ineffective; another solution must be sought. Perhaps a greater commitment of support personnel to ease the burden would help. Another action might include an easing of cramped physical facilities. Still another might be the employment of new technology to the conduct of many of our activities. (Word-processing equipment, becoming increasingly less expensive, might be a partial answer to our frustrations in getting finished copy for reports, proposals, etc.)

Future prospects also include an increased role for IRDOE in several SED activities. The challenges of involvement in futuring occupational curriculums, evaluation of VEA-funded programs, and a new management system in support of instructional activity is exciting and promises a great deal to improve occupational education for students. Although much of the SED planning and organizational activity is in its very early stages at this writing, the established lines of communication and involvement with the RCU components augurs well for complementary functioning.

Of considerable concern for the future of occupational education has been the spate of reports, some purporting to be "research" reports, denigrating the outcomes of occupational education and/or making odious comparisons between public and private delivery systems. Since it is not the purpose of this annual report to take issue with other

documents, specific positions on one or another set of data will not be stated. It is incumbent upon us to state, however, that defensive postures are not, in themselves, the answer. We must be ready to acknowledge those areas of occupational education that have weak elements, and develop solutions which are appropriate. A commitment to the intent of PL 94-482 in the area of evaluation is illustrative: The SED's OOCE has structured a bureau for that purpose, and perceives improvements based upon evaluation as the ultimate goal.

Accordingly, IRDOE pledges to continue its objective stance and publish, as it has for the last nine years, data that reflect the actual state of the art. Where that may be unflattering we trust that it will be perceived as a constructive action signaling the need for change.

VI. Special Acknowledgments

Since the inception of the Institute many dedicated individuals have given of their time to provide guidance to the Director regarding policy and operational matters. The Advisory Council, composed of Federal, State and local government officials, and representatives of secondary and postsecondary educational institutions, labor, and parent groups have participated in small-group meetings in the last several years, rather than in large plenary sessions, where a community of interest and expertise could contribute to a specific problem. To all, who frequently devoted their lunch or dinner hours, much appreciation and thanks.

One member of the Council, Herbert Bienstock, has been untiring in his efforts to insure IRDOE's appropriate thrusts and success. Although retired from the position of Regional Commissioner of the Bureau of Labor Statistics this year, we are fortunate that he has accepted an appointment within the City University of New York as Alumni Merit Professor and has consented to continue as a member of IRDOE's Advisory Council.

To the personnel of the Office of Occupational and Continuing Education, whose cooperations have helped IRDOE so much, thank you again. Commissioner Gerald L. Freeborne has continued to encourage significant change to effect improvement, and has expanded our involvement in the process. Dale Post and Florence Sutler, ever diligent, continue to keep us with our nose to the grindstone. Bill Boudreau and Doris Belton both facilitate and control with equal aplomb. Alan Robertson and Jim Dunn, colleagues in the RCU efforts, bring stimulation and excitement to many of our efforts. And, not mentioned heretofore, Bill Daggett, whose leadership in "futuring" activities inured to IRDOE's benefit considerably, and Carol Jabonaski, whose energy and enthusiasm for our sex equity thrusts has given us national acclaim.

Our postsecondary activities, conducted through the Bureau of Grants Administration, had continued to benefit from the guidance and concern of Mike Van Ryn and Michael King. Especially appreciated was the opportunity for frank and open dialogue which sought constructive progress toward mutual goals. Although Michael King's recent promotion will place him outside the BGA, we look forward to working with him in the Bureau of Occupational Education Evaluation.

A word about our colleagues in the field. At CUNY, SUNY, LEA and BOCES institutions throughout the State, without whose cooperation many of our projects could not have borne fruition, are persons too numerous to mention who have contributed in many ways. Their input at meetings, their organizational talents, their criticisms--all benefited us.

Additionally, there has been a group that has been referred to often, "Large Five City Directors of Occupational Education," but seldom have the names appeared in these pages. It is time to acknowledge, now, that each of the following has taught this writer much:

Robert Fritzinger - Buffalo
Herbert Herbst - Yonkers
Edgar Hollwedel - Rochester
Hans Lang - Syracuse
George Quarles - New York City

While some of the learnings are esoteric, they nevertheless contribute to the fund of human knowledge.

Although it is obvious that we owe much to many, an organization is only as good as the people who comprise it. To the professional staff of IRDOE who give so much of themselves go this writer's personal thanks. The hectic pace, the frustrations, and the gratifications of knowing we've made contributions form an olio that we savor, and it binds us. And to the support personnel who keep pace with the heavy demands, your efforts are appreciated by all.

Finally, to Melanie Bentley, IRDOE's oiler of the machinery, "thanks" seems very inadequate. She keeps us all organized and facilitates our functioning.

APPENDIX

The American University

The Mid-Atlantic Center for Sex Equity

July 3, 1980

Institute for Research
and Development in Occupational Ed.
Cen. for Advanced Study in Ed.
The Graduate School & Univ. Cen. of
the City Univ. of New York
New York, NY 10036

Dear Preview Coordinator:

The staff of the Mid-Atlantic Center for Sex Equity wishes to thank you for your contributions of films to our film festival, Spotlight on Sex Equity in Film.

The films were widely used in keynote addresses, small group sessions and in the media resource rooms. Generally, participants found the films we selected to be stimulating and useful, giving them additional ideas and tools with which to work.

The conference attracted over 100 participants with representatives from the Department of Education, national organizations and school districts throughout the mid-atlantic region. Each participant received an annotated bibliography of all films shown with information regarding their rental and purchase. A mere comprehensive filmography of films, including those not shown at the festival, will be distributed to the participants and other clients at the beginning of the 80'-81' school year.

We are in the process of deciding what films to purchase for our own use; it is a difficult decision considering the quality of films that we previewed.*

Again, thank you for your assistance. We look forward to working with you again in the future.

Sincerely,

Susan R. Shaffer

Susan R. Shaffer
Conference Coordinator

*Please notify the center as new nonsexist films or films addressing feminist issues are avaible so that we may preview them and keep our filmography updated for the many school districts we service.

Foxhall Square Bldg., Suite 224, 3301 New Mexico Ave., N.W., Washington, D.C. 20016
(202) 686-3511

New York City Personnel and Guidance Association, Inc.

– New York City Branch NYSPGA –
– A.P.G.A. –

May 1, 1980

Dr. Lee Cohen
CUNY
33 W. 42nd Street Room 1430
New York N.Y. 10036

Dear Lee:

On behalf of N.Y.C.P.G.A. I would like to thank you for taking time out of your busy schedule and giving up a Saturday to present a program at our April 26, 1980, All Day Conference. Your outstanding presentation contributed significantly to the extremely favorable reception of this conference.

You have earned our everlasting and valued appreciation.

Cordially,

Ann A. Kaplan
President

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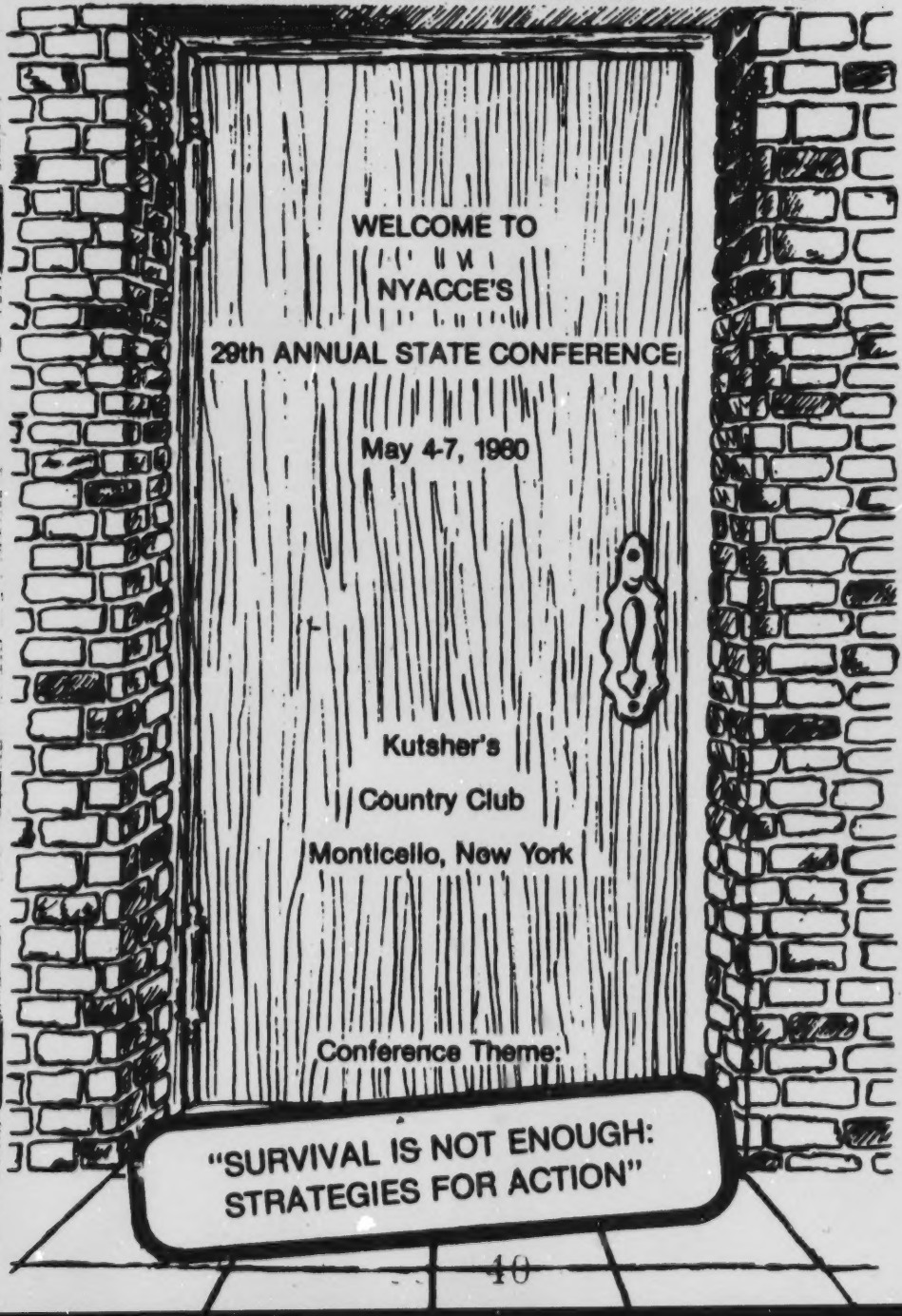
NEW YORK ASSOCIATION FOR CONTINUING/COMMUNITY EDUCATION



Chairperson: Women's Task Force - Dr. Gladys Irish, Director for Program Planning, Office of Continuing Education, Kingsborough Community College

Presenters: Elinor Talisman, Director, Office of Continuing Education, C.W. Post Center of L.I. University; Jean Napper, Associate, Division of Continuing Education, SED

1:00 p.m. LUNCH ——— REVIEW OF Conference Format

2:30-4:00 p.m. ACTION LABS

1 PROFESSIONAL DEVELOPMENT & RECOGNITION: SELF-DIRECTED PROFESSIONAL DEVELOPMENT . . LAUNCHING PAD 1
Presenter: Edward Gschwender, Assistant to Project Director, Clearing House of Resources for Educators of Adults, Syracuse University

2 NYACCE LEGISLATION: LEGISLATORS VIEWS ON THE EDUCATION OF ADULTS . . . . . LAUNCHING PAD 2
Moderator: Norman Shapiro Director, Division of Continuing Education, City College of N.Y.
Panelists: Hon. John Flack, N.Y.S. Assembly; Hon. Edward Griffith, N.Y.S. Assembly; Hon. Andrew Virgilio, N.Y.S. Assembly

3 PROGRAM DEVELOPMENT & MANAGEMENT: EVALUATIONS . . . . . LAUNCHING PAD 3
Moderator: Morton Horowitz, Director of Continuing Education, Oceanside
Presenter: Dr. Lee Cohen, Director of Institute for R & D in Occupational Education, CUNY; Co-editor of Handbook of Vocational Education Evaluation
Recorder: Sandra Hittleman, Coordinator of Adult Learning Center, Long Beach

4 FUNDING & GRANTS: HOW TO CRITIQUE & WRITE A PROPOSAL . . . . . LAUNCHING PAD 5
Chairpersons: Abraham Helfand, Coordinator, SUNY Farmingdale, Steven Brauch, Director, La Guardia Community College
Presenters: Charles Graber, Associate State Administrator, HEA Title I, SED; Lawrence Gray, Grant Administration Unit, SED; Janice Firestein, Grant Associate, La Guardia Community College
Recorder: Marion Lowenthal, Director, Molloy College

2:30-4:00 p.m WORKSHOPS

A IMPLEMENTING COMMUNITY/CONTINUING EDUCATION IN RURAL, SUBURBAN & URBAN SETTINGS . . . . LAUNCHING PAD 6
Moderator: Ted Turone, Associate, Division of Continuing Education, SED
Panelists: David Mathes, Community School Coordinator, Elmira Community Schools; Kurt Hanf, Principal, Elementary School, Central Square; Audrey Morse Brannigan, Director, Ossinig Community Schools; Janice McGuire, Coordinator, Community School, District #2, New York City; Morton Horowitz, Director of Continuing Education, Oceanside
Reactor: Donald Tobias, Senior Extension Associate, Cornell University, and Director of the Central New York Center for Community Education, Syracuse University
Recorder: Gerado Franciscea, Director, Niagara Falls Continuing Education Center

B COALITIONS: ADVANTAGES & METHODS OF FORMING . . . . . LAUNCHING PAD 4
Chairperson: Dr. Paul King, Director of Continuing Education, Broome Tioga BOCES
Presenters: Paulette Lambrinos, Assistant Director for Continuing Education, Broome Tioga; Lillie Holbart, Cooperative Extension Agent, Broome County; Margaret Bourin, Coordinator, County Office for the Aging; Donald Arnold, Executive Director, Child Development Council
Recorder: Gary Arnold

4:15-5:15 p.m. A BOCES DIRECTORS . . . . . LAUNCHING PAD 1
Chairperson: Joseph Myers, Assistant Director, BOCES 3, Huntington
Presenters: Dr. Paul King, Director, Broome Tioga BOCES; Albert Pasternak, Director of Continuing Education, Putnam-Northern Westchester BOCES

B CREA: PRODUCTS & SERVICES FOR THE ADULT EDUCATOR . . . . LAUNCHING PAD 2
Presenters: Dr. William Rivera, Project Director of Clearinghouse Resources for Educators of Adults; Edwin Gswender, Assistant to Project Director, Syracuse University

C CURBSTONE CINICS: SED TECHNICAL ASSISTANCE . . . . . LAUNCHING PAD 3
Coordinator: Roberto Granados, Associate, Continuing Education, SED
Make appointment with SED staff member of your choice at the Registration Desk

C ABE SWAP SHOP . . . . . LAUNCHING PAD 5
Presenters: Kathleen M. Wolfe, ABE Instructor, Orange County BOCES; Jeanette Hoke, Tutorial Coordinator, Career Development Center, West Rome

4:00-6:00 p.m. VISIT YOUR EXHIBITS——RELAX & ENJOY

6:00-7:00 p.m. Dinner

8:30-10:30 p.m. NYACCE ANNUAL BUSINESS MEETING . . . . . CONVENTION HALL
Chairperson: Florine Levin, President

10:30 p.m. ENTERTAINMENT BY KUTSHER'S

TUESDAY, May 6

8:00 a.m. Breakfast

9:00-1:00 p.m. REGISTRATION . . . . . MAIN LOBBY

2:30-5:00 p.m. REGISTRATION . . . . . MAIN LOBBY

9:00-11:00 a.m. ACTION LABS

1 PROFESSIONAL DEVELOPMENT & RECOGNITION: ORGANIZATIONAL STAFF DEVELOPMENT . . . . . LAUNCHING PAD 1
Chairpersons: Edward Gswender, Syracuse University; Larry Levin, N.Y.C. Board of Education
Presenter: Sy Barasch, Editor of "Release" and Director of Development for NAPCAE

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April 14, 1980

Professor Lee Cohen
Director of Institute for Research and
Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
The City University of New York
33 West 42nd Street, New York, N.Y. 10036
U.S.A.

Dear Professor Cohen:

Thank your for sparing us your precious time on our visit. I was impressed by your innovative ideas and achievement that I could see on VTR. As I am interested in TV education, I have learned greatly from you. Especially that you have achieved two-way communication on TV was a complete surprise to me. I have gotten interested in your future research also.

During my stay in the U.S. I learned various aspects of education in the U.S. especially in regard to contrasts with Japan. I owe much to you. I now strongly feel that I should learn more about U.S. education.

I thank you again for taking us to the university cafeteria and giving all of us a lunch.

Please give my best regards to Professor Weiner.

Sincerely,

Koyo Nakashima

Koyo Nakashima

Koyo Nakashima
Gifu Technical College
501-04 Shiseicho
Motosugun, Gifu
JAPAN

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CITY SCHOOL DISTRICT
131 WEST BROAD STREET
ROCHESTER, NEW YORK 14608

April 29, 1980

EDGAR J. HOLLWEDEL
Supervising Director
Career, Occupational &
Continuing Education

Dr. Lee Cohen, Director
CUNY - Institute for Research
and Development in Occupational
Education
36 West 42nd Street - 14th Floor
New York, New York 10036

Dear Dr. Cohen:

This is just a note of appreciation for the fine job that you did in organizing and carrying off the April 24-25 Professional Development and Updating Workshop for the Large Five City Directors of Occupational Education and their staff. As usual, the program was jam-packed with up-to-the minute and pertinent areas for discussion. I know that I left the workshop feeling much better about evaluation and some of the new approaches that are being looked upon with a much more confortable feeling than when I first arrived.

Again, many thanks for a super job well done.

Sincerely,

Edgar J. Hollwedel

Edgar J. Hollwedel

EJH:nj

cc: Dale Post
Robert Fritzinger
Herbert Herbst
Hans Lang
George Quarles

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Large Five Cities Directors of Occupational Education

PROFESSIONAL DEVELOPMENT AND UPDATING WORKSHOP

Marriott Inn
Syracuse, New York
April 24-25, 1980

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center of the City University of New York

PROFESSIONAL DEVELOPMENT AND UPDATING

April 24, 1980

SESSION I — ORIENTATION
Lee Cohen, Chairman

3:30 p.m. — INTRODUCTORY REMARKS
Dale M. Post

4:00 p.m. — REGIONAL PLANNING FOR VOCATIONAL EDUCATION--AN UPDATE
Ed Hollwedel

4:45 p.m. — IMPLEMENTATION OF MINI-PLAN
TBA

- *Supervisor's Function*
- *Bureau Review & Assistance*
- *Proposal Evaluation*

5:30 p.m. — GENERAL DISCUSSION--CRACKER BARREL
Ed Hollwedel--Industry/Education Cooperations
Lee Cohen--Vocational Education Funding Levels, FY '81
Director's Toolbox (Air Force)

6:00 p.m. — SEMINAR ON FLUIDICS IN INSTITUTIONAL ENVIRONMENTS
Jack Grimes

7:00 p.m. — DINNER

April 25, 1980

SESSION II — PROFESSIONAL DEVELOPMENT AND NEW PROJECTS
Ed Hollwedel, Chairman

9:00 a.m. — PL 94-482 EVALUATION MANDATE--REALISTIC EVALUATION APPROACHES
Ross Thompson

10:00 a.m. — THE STATE OF THE STATE
Dale Post

11:00 a.m. — VEA & CETA LINKAGES FOR YOUTH EMPLOYMENT
George Quarles

- *Establishing Goals and Objectives*
- *Field Inputs & Agency Cooperations*
- *Proposal Implementation*
- *Evaluation*

12:00 p.m. — LUNCH

1:30 p.m. — EDGAR REVIEW AND EVALUATION
Lee Cohen

2:30 p.m. — ADJOURNMENT

HERBERT H. LEHMAN COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

BEDFORD PARK BOULEVARD WEST
BRONX, NEW YORK 10468

OFFICE OF THE DEAN OF STUDENTS

April 8, 1980

Dr. Lee Cohen, Director
The Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
33 West 42 Street
New York, New York 10036

Dear Dr. Cohen:

Through Dean Ira Bloom at Lehman College, I have learned of your recent paper, "Sex Differences in Cooperative Education." Since I have been involved in the development of a Cooperative Education Program at Lehman College, I would be very interested in receiving a copy of your paper.

Sincerely yours,

Fred D. Phelps
Coordinator of Student
Development and Education
Professor of Psychology

FDP:lh

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The City University of New York

Office of Academic Affairs
535 East 80 Street, New York, N.Y. 10021
(212) 794-5396

April 2, 1980

Dr. Lee Cohen, Director
The Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
33 West 42 Street
New York, New York 10036

Dear Lee:

Thank you for having sent me a copy of your Special Interest Paper, "Sex Differences in Cooperative Education."

It seems that cooperative education programs will be used increasingly by the University over the next decade and several CUNY units are presently developing and/or implementing new ventures in this area. Your paper should be of particular interest to the following:

Dean Seymour Reisin
Bronx Community College

Dean Ira Bloom
Lehman College

Dean Walter Schoenberg
York College

Yours sincerely,

Paul

PLC:bg

Paul LeClerc
University Associate Dean for
Academic Affairs

CC: Vice-Chancellor Leonard O. Roellig

OXFORD INTERNATIONAL LTD.

BOSTON LONDON

14 March 1980

City University of New York
Institute for Research & Development
in Occupational Education
33 West 42nd Street
New York, New York

Dear Sirs:

We are an educational consulting organization actively entering the education market with current emphasis on technical training for third world developing countries. Our educational philosophy is to emphasize hands on training through the use of illustrated lesson plans employing the best technological and educational information available.

We are currently preparing to bid on a contract to operate and maintain a vocational training center in Jubail, Saudi Arabia. The specifications include all aspects of school operation from recruiting students to curriculum development to graduate job placement and further training.

In trying to extend our contacts, we have identified your organization and would appreciate receiving further information about your work. I have enclosed a list of the job descriptions to assist in your assessment of the type of work we are developing. I can be contacted at our Boston office.

Thank you for your time and assistance.

Respectfully,

Bradley L. Elmblad
Manager, Project Planning

BLE:li
encl.

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60 STATE STREET · BOSTON, MA 02109 · 617-367-8022 · TELEX 94-0713 OXFORDINTL BSN
LONDON OFFICE: JOHN ADAM HOUSE · 17-19 JOHN ADAM STREET · LONDON WC2N 6JA

RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

INTERCULTURAL RELATIONS & ETHNIC STUDIES INSTITUTE
GRADUATE SCHOOL OF EDUCATION•NEW BRUNSWICK•NEW JERSEY 08903•(201) 932-7588/247-3485

March 26, 1980

Dr. Lee Cohen, Director
Institute for Research and Development
in Occupational Education
City University of New York
33 West 42nd Street
New York, New York 10036

Dear Dr. Cohen:

We at the IRES Institute of Rutgers University are interested in the Spanish Edition of the Career and Occupational Development Test (COD). We would appreciate it if you could send us a copy of the test and a scoring guide when it becomes available for distribution.

I sincerely hope that your institute will shortly receive permission to pilot test the instrument. We would be very interested in the results of the pilot-testing. Best Wishes for a successful outcome.

Sincerely,

E. Chavez

Dr. E. Chavez
IRES Institute

EC:rs

New York State College of Agriculture and Life Sciences
a Statutory College of the State University
Cornell University
Department of Education
Stone Hall
Ithaca, N. Y. 14853

Cornell Institute for
Occupational Education
Telephone 607-256-6515

March 11, 1980

Dr. Lee Cohen
Director
Institute for Research & Development
in Occupational Education
Graduate School & University Center, CUNY
New York, New York 10036

Dear Dr. Cohen:

It was a pleasure seeing you again. Thank you very much for your helpful comments and suggestions at the Basic Skills Project National Advisory Committee Meeting on March 3rd. We are in the process of summarizing the key points of the day's discussions and will send you a copy as soon as the summary is complete. I look forward to working with you in the selection of New York State sites for pilot testing, materials review, field testing and other activities.

If you have any questions about the Basic Skills Project please feel free to call me.

Yours truly,

Peter J. Gray

Peter J. Gray, Ph.D.
Research Associate

cc: James A. Dunn

PJG/eel

School of Education at Lincoln Center

F O R D H A M U N I V E R S I T Y *New York, N. Y. 10023*

Bilingual-Bicultural Education

March 10, 1980

Dr. Muñoz-Hernandez
Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42nd Street
New York, New York
10036

Dear Dr. Muñoz-Hernandez,

Thank you for sharing with me teh excellent report on developing parallel tests in career and occupational education. Indeed, the methodology employed throughout the project deserves careful attention by those involved in the educational development of Hispanic students.

I would be most interested in securing a final product of the instruments along with relevant technical information. The Center staff is to be congratulated for a long-overdue and necessary study that seriously explored the process of translation in yielding valid and useful information in the areas of career and occupational awareness.

Yours truly,

Richard E. Baecher

Dr. Richard E. Baecher, Director
Bilingual Education Staff Development Program
Division of Curriculum and Teaching

REB/da

TEL. 690-8900

BOARD OF EDUCATION OF THE CITY OF NEW YORK

SCHOOL DISTRICT 6

665 WEST 182ND STREET (AT B'WAY)

NEW YORK, N. Y. 10033

PAUL TREATMAN
COMMUNITY SUPERINTENDENT

JAMES P. ROBERTS
DEPUTY SUPERINTENDENT
CURRICULUM AND INSTRUCTION

MARTIN W. MILLER
DEPUTY SUPERINTENDENT
BUSINESS AND ADMINISTRATION

March 7, 1980

Dr. Lee Cohen, Director
Institute for Research and
Development in Occupational Education
Center for Advanced Studies in Education
The Graduate School and University Center
of the City University of New York
33 West 42nd Street
New York, New York 10036

Dear Dr. Cohen:

I would like to receive a copy each in English and Spanish of the following study:

Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation. (Muratti, Tarrier, Cohen, Robertson) NIE Grant No. G-78-0057.

The information in this study will be useful to our adult education classes.

Thanking you in advance I remain

Yours truly,

Raul Coca

Raul Coca, Jr.
Assistant Coordinator of Bil. Ed.

RC:rp

(212) 690-8920-1

RAUL COCA, JR.
ASSISTANT COORDINATOR OF BILINGUAL EDUCATION

LAKESHORE Technical Institute

Frederick J. Nierode
District Director

LAKESHORE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT
1290 NORTH AVENUE PHONE (414) 693-8211
CLEVELAND, WISCONSIN - 53015

February 14, 1980

Dr. Lee Cohen, Director
Institute for Research and Development
in Occupational Education
33 West 42nd Street, Room 1430
New York, NY 10036

Dear Dr. Cohen:

I would like to obtain a copy of "High School-Community College Articulation Follow-Up Study," Case No. 22-77.

Would you please send this to me at your earliest convenience. Thank you.

Sincerely,

Marvin A. Schrader

Marvin A. Schrader
Curriculum Specialist

MAS:bat

sent 2/21

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EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

(Ms.) Phyllis Meyer
Office of Education
BOAE/DVTE
7th and D Street, SW
Washington, D.C. 20202

January 28, 1980

Institute for Research and
Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
City University of New York
1411 Braodway
New York, NY 10018

Dear Madame or Sir:

I am a graduate Educational Associate working with Mr. Byron Rawls, Agriculture/Agribusiness National Resources Program Specialist for the Bureau of Occupational and Adult Education, Division of Vocational Technical Education, U.S. Office of Education. Mr. Rawls is also National Advisor for the Future Farmers of America.

I am currently reviewing resource materials related to instruction of the handicapped in the area of vocational agriculture. Any materials or publications I find beneficial for classroom instruction will be listed in a resource guide for national distribution.

I noted the following publication listed below in a vocational special needs guide. Could you please send a complimentary copy to Mr. Byron Rawls, Office of Education, BOAE/DVTE, 7th and D Street, SW, Washington, D.C. 20202.

Thank you for your cooperation.

Barrier-free design; accessibility for the handicapped. Phyllis L. Tica and Julius A. Shaw. 1974.

Sincerely yours,

Phyllis Meyer

(Ms.) Phyllis Meyer
Educational Associate

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THE
GEORGE
WASHINGTON
UNIVERSITY

School of Education and Human Development / Washington, D.C. 20006

Mid-East Regional Resource Center
Department of Special Education
1901 Pennsylvania Ave., N.W.: Suite 505
(202) 676-7200

WV=B05

January 21, 1980

Dr. R. Tarrier
Center for Advanced Studies in Education
Institute for Research and Development
in Occupational Education
33 W. 42nd Street
Room 1073
New York, New York 10336

Dear Dr. Tarrier:

We are assisting the states we serve in secondary programming for the handicappped. We are particularly interested in all career and vocational related materials. It would be very helpful to us to have a copy of "Study on the Relationship Between Occupational and Special Education". Please let us know how we may obtain one.

Thank you,

Yours truly,

Nina Bar-Droma

Nina Bar-Droma

NBD:cbw

NOTES

Additional SED Personnel Presenting

Dick Fila
Bill Boudreau
John Obermager
Harry Karplak
Bill Wakefield
Dick Haner
Doris Belton
Winifred Johnson

LARGE FIVE CITIES DIRECTORS OF
OCCUPATIONAL EDUCATION

PROGRAM PLANNING & PROPOSAL DEVELOPMENT
WORKSHOP

Quality Inn
Albany, New York
January 8-9, 1980

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

PROGRAM PLANNING & PROPOSAL DEVELOPMENT

January 8, 1980

SESSION I	ORIENTATION Lee Cohen, Chairman
3:00 P.M.	GREETINGS Commissioner Gerald L. Freeborne INTRODUCTORY REMARKS Dale M. Post
3:15 P.M.	STATEWIDE PLANNING FOR VOCATIONAL EDUCATION Florence Sutler
3:45 P.M.	STATE ROLE IN PPP&D Doris Belton • Supervisor's Function • Bureau Review & Assistance • Proposal Evaluation
4:30 P.M.	GENERAL DISCUSSION Ed Hollwedel Lee Cohen
6:00 P.M.	SPIRITUAL REVIVAL
7:00 P.M.	DINNER

January 9, 1980

SESSION II	PLANNING PROCESS & PROPOSAL DEVELOPMENT
8:30 A.M.	PLANNING PROCESS George Quarles • Establishing City-wide Goals and Objectives • Field Inputs • Linking Proposal with Goals and Objectives
9:00 A.M.	PROPOSAL DEVELOPMENT WORKSHOP Howard Friedman Richard Orczyk
12:30 P.M.	LUNCH
1:30 P.M.	PROPOSAL REVIEW AND EVALUATION Howard Friedman Richard Orczyk
2:30 P.M.	ADJOURNMENT

The Tucson Ecumenical Council
715 N. PARK AVE. PHONE 882-0892 TUCSON, ARIZONA 85719

January 14, 1980

Institute for Research and Development in Occupational Education
Graduate School, University of N. Y.
33 west 42nd Street
New York, N. Y. 10036

Gentlemen:

Please send me your 30-page bookley "Barrier Free Desing, Accessibility for the Handicapped".

One of the areas of our concern is promoting and implementing Barrier Free access in our local buildings, public and private.

Thank you for your consideration.

Sincerely,

Marion J. Wolsey, B.A., M.Ed.
Action and Concern for Elderly and Handicapped.
Chairperson

Received 1/22/80
Mailed 1/24/80

CITY SCHOOL DISTRICT
131 WEST BROAD STREET
ROCHESTER, NEW YORK 14608

January 11, 1980

EDGAR J. HOLLWEDEL
Supervising Director
Career, Occupational &
Continuing Education

Dr. Lee Cohen, Director
Institute for Research and
Development in Occupational
Education
City University of New York
36 West 42nd Street
14th Floor
New York, New York 10036

Dear Dr. Cohen:

This is to thank you in behalf of the Large Five City Directors of Occupational Education for the very well planned and executed conference on program planning and proposal development held earlier this week in Albany. Your pre-planning and obvious knowledge of the subject made it a very useful and worthwhile workshop for all the participants. Due to the constant changing rules, regulations, and evaluative criteria; the updating of our staff is not only a nicety but necessary.

Again, many thanks for your professional approach in planning for this very important staff development workshop.

Sincerely,

Edgar J. Hollwedel

Edgar J. Hollwedel

EJH:nj

xc: Large Five City Directors
Dale Post

Fiorello H. LaGuardia Community College THE CITY UNIVERSITY OF NEW YORK
31-10 THOMSON AVENUE, LONG ISLAND CITY, N.Y. 11101 · Telephone (212) 626-2700

December 17, 1979

Ms. Barbara Heller
C.A.S.E./IRDOE
Graduate School
City University of New York
33 West 42nd Street--Room #1438
New York, N.Y. 10036

Dear Ms. Heller:

May I take this opportunity to thank you for your participation in our professional development program last week.

Your presentation on "Tips and Techniques on Proposal Writing" was of great interest to the Student Services faculty and staff members. We greatly appreciate the helpful materials that you made available to us.

From the feedback that I received, I am sure you may be getting some calls in the near future to assist some of our staff members in the development of a grant proposal.

Again, thank you very much on behalf of the committee and the staff.

Sincerely yours,

Jerolyn J. Minter
Chairperson
Professional Development Committee
Student Services Division

cc: Dr. Lee Cohen

New York State Personnel and Guidance Association, Inc.

—New York State Branch APGA—

SUNY at Albany
135 Western Avenue
Albany, New York 12222
(518) 472-6278

ELECTED OFFICERS

President:
Elaine Newberg
H. Frank Carey High School
230 Poppy Avenue
Franklin Square, New York 11010

President-Elect:
Sonya T. Vassos
H. Frank Carey High School
230 Poppy Avenue
Franklin Square, New York 11010

Vice President Professional Development:
Michael J. Lynch (1977-79)
Half Hollow Hills High School West
375 Wolf Hill Road
Dix Hills, New York 11746

Blair L. Moger (1978-80)
East Islip High School
Redman Street
Islip Terrace, New York 11752

Vice President Professional Relations:
Sally W. Stevens (1977-79)
Irvington High School
North Broadway
Irvington, New York 10533

Dolores Bechtel (1978-80)
Alexander Hamilton High School
South Goodwin Avenue
Elmsford, New York 10523

Vice President Professional Services:
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South Glens Falls High School
Merritt Road
South Glens Falls, New York 12801

Katharine Webb (1978-80)
Counselor Education Dept.
SUNY at Brockport
Brockport, New York 14420

Recording Secretary:
Mary-Dorothy Morand
Bethlehem Central High School
700 Delaware Avenue
Delmar, New York 12054

Past President:
Rose A. Cooper
Guidance Dept.
White Plains High School
White Plains, New York 10605

APPOINTED OFFICERS

Executive Director:
Robert L. Patterson
NYSPGA, Inc.
135 Western Avenue
Albany, New York 12222

Treasurer:
John P. Stebbins
384 Ballston Road
Scotia, New York 12302

Membership Chairperson:
Ann A. Kaplan
Long Island University
Brooklyn Center — University Plaza
Brooklyn, New York 11201

December 3, 1979

Dr. Lee Cohen
BHE CUNY
33 W. 42nd Street R. 1430
New York New York 10031

Dear Dr. Cohen:

We want to share with you the plaudits and high evaluation that programs received at the 1979 NYSPGA November 4 - 6 Convention at Grossinger's, New York.

Your outstanding presentation contributed significantly to the extremely favorable reception of this conference.

On behalf of the officers of NYSPGA and the Convention Board of Managers, we want to thank you for taking time out of your busy schedule and sharing with us your expertise. We also want to wish you a happy holiday and continued success throughout the year.

Sincerely,

Ann A. Kaplan

Rose A. Cooper

Ann A. Kaplan
Rose A. Cooper
Convention Co-Managers

INSTITUTE FOR RESEARCH AND DEVELOPMENT
IN OCCUPATIONAL EDUCATION
AND
TEACHING RESOURCE CENTER
NEW YORK CITY REGIONAL RESOURCE CENTER

CONFERENCE ON INTERAGENCY COLLABORATION
Toward Cooperative Service Agreements for Delivery of Comprehensive Educational Experiences for NYC Secondary-Level Handicapped Students

- October 24, 1979

AGENDA

9:00 a.m. Greetings - *Lee Cohen*, IRDOE
Martin A. Hayott, TRC/NYCRRC

9:20 a.m. Introductions by Participating Agencies
Context of the Day

10:00 a.m. "Why is Interagency Collaboration Becoming a Mandate?"
Vance Engleman, Assistant Director
Southwest Regional Resource Center

10:30 a.m. Participants' Reactions and Questions

11:00 a.m. Sharing Experiences of Some Local and State Cooperative Agreements
George Quarles, NYCBOE Career Education
Others

11:30 a.m. Explanation of Afternoon Sessions and General Announcements

11:45 a.m. - 1:00 p.m. LUNCH
The Graduate Center Dining Commons, on the 18th floor, offers sandwich and hot meal choices, plus bar; 42nd and 43rd Streets between 5th and 6th Avenues offer several coffee shops.

1:00 p.m. Defining Collaboration in Relation to NYCBOE Structure
Lea Thompson/Vance Engleman

2:30 p.m. - 2:45 p.m. BREAK - COFFEE

2:45 p.m. FUTURES: What's Next? Exploring "next steps" to facilitation of more effective coordination of services for handicapped students. *Vance Engleman*

3:45 p.m. Summary and Closure *Lea Thompson, et. al.*

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education: Teaching Resource Center
Graduate Center: 33 West 42 Street, New York, N.Y. 10036

Conference On Interagency Collaboration

October 24, 1979

In response to the national priority of interagency collaboration for the provision of comprehensive educational services set by the U.S. Office of Education/Bureau of Education for the Handicapped, two units of The City University of New York's Center For Advanced Study in Education are hosting a one-day conference to explore local practices in collaborative educational services to handicapped students in the New York City school system. The Teaching Resource Center's Regional Resource Center (TRC/NYCRRC) and The Institute For Research in Occupational Education (IRDOE) have joined in this effort to stimulate increased commitment to cooperative action among the many bureaus and agencies delivering educational services to handicapped students.

Extant policies and practices at the secondary level may reveal some of the gaps in service provision. Once identified, those gaps would be logical starting points to extend cooperative service agreements among the various agencies along the service continuum from early childhood through post-secondary-level education. Because productive citizenry is the goal of education for all children, the agencies serving handicapped children must examine each component of the service delivery complex to identify which agencies are involved at each point on the continuum and to develop cooperative agreements among those agencies. Such agreements at the local level must specify programmatic and dollar responsibilities for the different agencies providing the services, as well as establish means of evaluating the effectiveness of the service delivery.

Through such cooperative agreements each handicapped child's individual education program should reflect those educational experiences that can enable him to develop basic skills and to make appropriate career choices.

Funded under contract with the Bureau of Education for the Handicapped, USOE, DHEW.

Community Services Administration
WASHINGTON, D.C. 20506

12 OCT 1979

Lee Cohen, Ph.D
Professor, Director
The Graduate School & University Center
of the City University of New York
Institute for Research and Development
in Occupational Education
33 West 42nd Street
New York, New York 10036

Dear Dr. Cohen:

The Director has referred your letter to me for action. Thank you for your expression of support for the proposal submitted by the Experimental and Bilingual Institute dealing with the Hispanic community's needs for education and work participation.

This proposal has been referred to our New York Regional Office and the newly established Community Action Agency in New York City.

I assure that this proposal will receive every appropriate consideration. Your interest in this proposal is appreciated.

Sincerely,

C. Anthony Jackson
Director
Office of Program Development

BOARD OF EDUCATION OF THE CITY OF NEW YORK
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION
OFFICE OF PROGRAM MANAGEMENT AND OPERATIONS
110 LIVINGSTON STREET ROOM 516
BROOKLYN, NEW YORK 11201
596-4061

MEMORANDUM

DATE October 10, 1979

TO Dr. Lee Cohen

FROM Dr. Howard Friedman

SUBJECT Visit of Mr. John Hill

I just received the enclosed letter from Linda Scatton of the State Education Department. May I add my personal thanks for extending yourself on such short notice.

I guess when you ask good people to tell about good programs, the results can be predicted! Mr. Hill stopped here on Friday before leaving for Washington, D.C. to indicate his appreciation and inspiration (I might add perspiration too--after carrying the materials we all gave him).

Thank you so much again. I'm sure John would be glad to recipricate when you stop in South Australia.

HF/lp

encl.

cc: G. Quarles

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Center for Advanced Study in Education

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION

Graduate School, City University of New York

In association with the

GRANTS ADMINISTRATION UNIT, NEW YORK STATE EDUCATION DEPARTMENT

(VEA #79-3D-808-DPS)

AWARDS THIS CERTIFICATE TO

for satisfactory completion of a hour program,

CAREER PATHS FOR WOMEN STUDENTS, FROM SENIOR TO FRESHMAN...

Barbara R. Heller, Project Director

April 17, 1979

Victor D'Lugin

Linda Gross

Educational Evaluation:

the missing feedback loop

by Sigmund Tobias

In the 1960's the "Great Society" ushered in a large number of educational, community action, and anti-poverty programs. This intense flurry of activity resulted in the development of a very large number of programs that attempted to remediate the results of entrenched poverty and its educational and social concomitants. It was at this point that evaluation in general and educational evaluation in particular underwent a period of rapid growth. The many programs initiated during this period required evaluation in order to determine how well they accomplished their stated objectives.

The increased demand for evaluators during the late 1960's was such that many more evaluation positions were available than evaluators ready to fill them. These pressures probably resulted in two developments: 1) individuals with little background in evaluation and related disciplines were pressed into service as evaluators, and 2) training programs for evaluators and educational researchers in general were dramatically increased in order to meet the demand. The problems posed by many federal and state programs requiring evaluation were very great, and there were few resources to which the evaluator could turn for advice, guidance, and assistance.

When the sixties came to a close, and certainly in the seventies, the pace with which new educational and cultural programs were introduced declined significantly compared to the early sixties. Paradoxically, however, the early seventies have seen the greatest growth in theoretical and practical developments intended to improve the quality of evaluations. The early seventies saw the publication of numerous books and the development of many technical periodicals devoted to evaluation, and the formulation of a plethora of evaluation models. Professional associations featured papers and symposia devoted to evaluation. New associations and special divisions in existing associations were developed to attend to the interests and concerns of the evaluator.

At this point in time there is a great wealth of theoretical and practical advice and exhortation available to the evaluator. The training of evaluators at present is certainly as rigorous as that of researchers. Despite these improvements it is the major contention of this paper that what is critically lacking in the field of educational evaluation is the availability of a regular feedback loop which would allow evaluators to continue to improve their efforts, as well as serve a monitoring function. A look at the state of affairs in non-evaluative research may be helpful in highlighting this problem.

The sequence of events leading to the publication of research in education and related disciplines is something like the following. After completing an investigation, the first step in disseminating the results of that study is to submit a paper dealing with the results of the

Sigmund Tobias is a professor at City College, City University of New York.

This paper is based on a presidential address to the Northeastern Educational Research Association. An earlier version of that talk was published in The Researcher, *1977, 15 (2), 9-12, the journal of that association. Preparation of this manuscript was supported by the Institute for Research and Development in Occupational Education, Center for the Advanced Study in Education, CUNY.*

Dear Friend of NASSP:

Voluntary Associations, as Alexis de Tocqueville observed so many years ago, are the means by which Americans carry through those things most important to them. But no Association achieves its objectives without the selfless interest and willing service of many people — people who stand ever ready to unite in common action. The National Association of Secondary School Principals gratefully acknowledges your assistance and service.

Awarded to

LEE COHEN

in appreciation for service to
The National Association of
Secondary School Principals
during the
64th Annual Convention and Exhibit

1980

Scott D. Thomson
Scott D. Thomson
Executive Director, NASSP

erie county

medical center
462 Grider Street Buffalo, New York 14215 716-898 3000
County Executive Edward J. Rutkowski
Hospital Director Louis J. Russo

July 15, 1980

J. Watkins
Institute of Research and Development
and Occupational Education
Center for Advanced Study in Education
Graduate School and University Center - CUNY
New York, New York 10036

Dear Sir:

Would you kindly send me the journal Career Counseling and Job Placement for Disabled Individuals in Two-Year Community College?

Thank you for your attention to this matter.

Sincerely,

Sharon S. Dittmar

Sharon S. Dittmar, R.N., Ph.D.
Coordinator, Spinal Cord Unit

dh

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affiliated with the State University of New York at Buffalo

Popular Photography
July, 1980, Volume 87, Number 1

Live from Minnesota

■ Rural Minnesota will be the site of one of the most important educational experiments in our country's history—or, rather, future.

A very special two-way television system is being tried. The local schools and students will work with a two-way, through-the-air (as in "Hey, this ain't cable") relatively low-cost system. The idea is to foster what is poetically described as personal interactive contact between teacher and student, and to provide specialized training even when resources are limited.

Alert readers will recall our previous coverage of Ed Piller, his fellow "communicasters" (who work with ham video), and Dr. Lee Cohen of the Center for Advanced Study in Education at the City University of New York. We described the struggle of Ed and his colleagues to get UHF frequencies.

The Minnesota pilot project is the first major test of the communicasting concept. If it is deemed successful, we can see a day when every television set can be an element in educational, health-care, public-affairs, and governmental networks.